DOCUMENT RESUME

ED 158 658 HE 010 360

AUTHOR Lopez, Roberto; Ramey, Gerald W.
TITLE Faculty Attitudes Toward Leadership in Post-Secondary Institutions.
PUB DATE 78
NOTE 14p.; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Higher Education; *Institutional Administration; *Leadership; Leadership Styles; Literature Reviews; Management; *Organizational Climate; Power Structure; Teacher Administrator Relationship; *Teacher Attitudes; Theories; University Administration
IDENTIFIERS McGregor (Douglas); Theory Y

ABSTRACT

Using the existing body of knowledge about both management and higher education, it is argued that the managerial climate surrounding professional level people should lean toward Douglas McGregor's Theory Y, a nonauthoritarian, nonautocratic style of leadership. A number of theories of leadership in organizations are brought into the discussion, and recommendations are made for further study. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED158658

FACULTY ATTITUDES TOWARD LEADERSHIP IN POST-SECONDARY INSTITUTIONS

BEST COPY AVAILABLE

By
Roberto Lopez
and
Gerald W. Haney

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Gerald W. Haney

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

IDE 010360

FACULTY ATTITUDES TOWARD LEADERSHIP

IN POST-SECONDARY INSTITUTIONS

Growth is the only evidence of life.
John Henry, Cardinal Newman[1]

Growth does not come easy for most people. It is usually an arduous process of experience, study and a great deal of pain. But it is something for which every professional should strive. At least part of the professional's growth should be in an area related to his present position. Therefore, we will attempt to look into some perceived problems of, what we will call for the sake of anonymity, the Institute of Training Exercises (or ITX).

It seems that a majority of the faculty and support staff at ITX are dissatisfied with the managerial climate and the non-existent coordinative communication. This holds true, according to the grapevine, for most departments. It should be noted here that our view of managerial climate is in agreement with Douglas McGregor's when he states that it is due not so much to the management's personal style, but "the deeper attitudes to which . . . subordinates respond."[2]

---

[1]Laurance J. Peter, Peter's Quotations - Ideas for Our Time (New York: William Morrow and Company, Inc., 1977), p. 235.

[2]Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill Book Company, Inc., 1960), p. 134.

Now it becomes necessary to put some type of label on this climate at ITX. Robert Blake and Jane Mouton call it task management;[1] Robert Tannenbaum and Warren Schmidt call it authoritarian;[2] the Ohio State Leadership Studies define it as high structure and low consideration;[3] James Lewis calls it autocratic;[4] and McGregor, for the most part, calls it "Theory X."[5] In today's age of generalities it is difficult to give precise definitions to anything, much less something as large as a perceived problem with a post-secondary institution's leadership, but we will use McGregor's Theory X as a starting point.

For the moment we will assume that the perceptions of the ITX faculty are correct. If this is true it is our opinion that a change in management attitudes is necessary to fully realize the potential of the existing faculty (or any other faculty). Therefore, it is the intent of this paper to support, using the existing body of knowledge of both management and education, the idea that the managerial climate surrounding professional level people, should lean toward what McGregor

---

[1]Harold Lazarus, E. Kirby Warren, and Jerome E. Schnee, eds., The Progress of Management - Process and Behavior in a Changing Environment (New Jersey: Prentice-Hall, Inc., 1972), p. 341.

[2]Ibid., p. 329.

[3]Ibid., p. 331.

[4]James Lewis, School Management by Objectives (West Nyack: Parker Publishing Company, Inc., 1974), p. 175.

[5]McGregor, The Human Side of Enterprise, p. 134.

calls Theory Y.[1]

If there should be such an inclination toward Theory Y, there must be something wrong with Theory X as related to the management of professional people. Scott Myers agrees with this when he states,

> The manager who insists on using the influence of official authority in today's enlightened society will increasingly be frustrated by negative reaction to his attempted use of arbitrary direction and control.[2]

In addition, McGregor supports this by saying that the manager's daily manifestations of theory and deeper X attitudes cause negative reactions to the "expectations of subordinates concerning their ability to achieve their goals" and the organizational goals.[3]

Blake and Mouton also mention negative factors of what they term task management style leaders (9 - 1 on their managerial grid):

> Directive leadership creates dependence, submissiveness, and conformity. Under these conditions, subordinates will tend to be afraid to use their initiative. . . . The gradually increasing skills and knowledges of people frequently fail to be tapped for their full potential under 9, 1. . .[4]

---

[1]Ibid., p. 45.

[2]Lazarus, Warren, and Schnee, eds., The Progress of Management, p. 355.

[3]McGregor, The Human Side of Enterprise, p. 144.

[4]Robert R. Blake and Jane S. Mouton, The Managerial Grid - Key Orientations for Achieving Production Through People (Houston: Gulf Publishing Company, 1964), pp. 46-47.

In his book on MBO for schools, James Lewis goes one step more toward reinforcing our feelings of a theory X managerial climate with faculty in post-secondary institutions:

> Using as they do, restrictions, threats of punishment, and psychological distance to control employees' behavior, they cannot help but increase feelings of guilt and hostility toward management which result in interpersonal conflict.[1]

So it is evident that autocratic leaders restrict educators' responsibility, expect mediocre performance (based on their assumptions of man's behavior), suppress innovation, and punish embarrassing mistakes, all of which are in direct disagreement with the majority of the existing literature on dealing with professional people.

At this point, rather than stopping with only complaints of the ITX system, we would propose to present suggestions for change from widely renown authors in the field of management and tie this to the field of education.

According to George Strauss, in order for Theory Y management to be effective, several criteria must be met: among them are employees with high need achievement motives, meaningfully challenging tasks, and task completion feedback.[2] We feel that it is safe to assume that the teaching profession and post-secondary faculty members meet Strauss' criteria. In addition to that, Abraham Maslow talks about the democratic

---

[1]Lewis, School MBO, p. 170.

[2]Lazarus, Warren, and Schnee, eds., The Progress of Management, p. 127.

management of self-actualizing people.[1] We also feel that most teachers are self-confident individuals who, for the most part, have attained, or are attaining, their lower level needs. Maslow groups these needs into different motivational levels: in sequence from lowest to highest they are physiological needs, safety needs, social needs, esteem needs, and self-fulfillment.[2] Maslow further states that the management of people seeking to fulfill their higher level needs should allow for a "high level of personal development,"[3] and this can be attained through what he calls "eupsychian management."[4] In so many words, eupsychian management is the management of self-actualizing people that are "moving toward psychological health," or as Maslow implies, a more democratic form of leadership for growth motivated individuals.[5] Maslow's eupsychian management supports our feelings that there is a high degree of success in the utilization of McGregor's Theory Y with people who fall into Maslow's upper level motivation needs categories.

---

[1]Abraham H. Maslow, Eupsychian Management - A Journal (Homewood: Richard D. Irwin, Inc. and The Dorsey Press, 1965), p. 1.

[2]Auren Uris, The Executive Deskbook (New York: Van Nostrand Reinhold Company, 1970), pp. 222-223.

[3]Maslow, Eupsychian Management, p. 16.

[4]Ibid., p. xi.

[5]Ibid., pp. xi-xii.

It becomes evident in a study of the present literature that there are numerous reasons for using the "human relations minded" style of supervision.[1] Saul Gellerman states that the "employee-centered style" is more in tune with current social and educational trends. He also says that high expectations and a lot of freedom have "a powerful influence in determining how fully an employee can commit his abilities to the service of his company."[2] James E. Morgan builds a point in favor of "quarterback" management by mentioning the positive two-way communication of a leader whose main interests are to attain group goals through the individual "recognition, advancement, and security" of each member of the organization.[3] The list of sources advocating a management style leaning toward Theory Y could go on indefinitely.

Now that the successful pairing of Theory Y and professional people has been supported and reasons for Y management listed we would like to offer some directions for change based on current trends in management and in educational literature. It must be understood that the activities of any executive or manager should include, at the minimum, establishing job objectives, the motivation of individuals to reach those

---

[1]Saul W. Gellerman, Management by Motivation (American Management Association, Inc., 1968), p. 38.

[2]Ibid., p. 54.

[3]James E. Morgan, Jr., Principles of Administrative and Supervisory Management (New Jersey: Prentice-Hall, Inc., 1973), pp. 129-130.

objectives and the maintenance of cooperation. In addition the manager should develop subordinates to achieve their fullest potential. McGregor talks about this idea in another way. He says that the pivotal point of Theory Y is integration and participation:

> the creation of conditions such that the members of the organization can achieve their own goals best by directing their efforts toward the success of the enterprise.[1]

Although he used this phrase as early as 1960, it is very prevalent in the literature today.

James Morgan states that participative management lends itself well to professional people, but the managerial climate should lean toward Y in order to encourage participation.[2]

Several authors are beginning to point out some definite relationships between classical management theory and educational leadership. Lewis, in his book on management by objectives for schools says that the "participatory decision-making process (democratic leadership)" can be obtained through MBO. He says that the utilization of MBO in any given school would increase effective communication between faculty and management by giving the faculty the opportunity to integrate their personal goals and commitment with the goals of the school.[3] The integration of teacher goals and school goals

---

[1]McGregor, The Human Side of Enterprise, p. 49.

[2]James E. Morgan, Jr., Principles of Administrative and Supervisory Management, p. 149.

[3]Lewis, School MBO, pp. 170-176.

would enhance the chance for maximum output, since the teachers would feel they had a vested interest in the organization--themselves. Robert Lahti also gives support to the use of MBO for faculty:

> MBO is based on participation and interaction and should support a creative environment. It seeks personal involvement . . . and is oriented toward the fullest realization of individual potential. . . [1]

And it has been pointed out that the items Lahti mentions are the very items that teachers need in order to fulfill their desire for growth.

In so many words we have stated a perceived problem and some suggested answers to that problem at ITX. James Cook summarizes our opinion:

> The mandate is for participation, not direction . . . and the message obviously not yet heard . . . , is that people want to be included and informed, not managed and ignored. . . edict management is out, and since our systems today work in a way that everybody is not dependent on a few, interdependence is the key relationship;[2]

This paper can only be the beginning of what could possibly be a very detailed study of the leadership styles in an institution and its effect on the faculty. We have attempted to explore the situation in depth, but have left some questions

---

[1]Robert E. Lahti, Innovative College Management: Implementing Proven Organizational Practice (San Francisco: Jossey-Bass, Inc., Publishers, 1937), p. 56.

[2]James B. Cook, Identification of Leadership and Pictures of the Power Structure (Lake Harmony, Pennsylvania: ERIC Document Reproduction Service, ED 141 040, 1976), pp. 4-9.

unanswered, uncovered some additional evidences, and even given birth to some new questions. Therefore we will make the following recommendations for further study:

1. Prove, by existing literature and data, that teachers are self-actualizing people. If the existing information will not support this, prove or disprove it using empirical research.
2. Using empirical research, gather evidence to prove or disprove the faculty's dissatisfaction with leadership at ITX.
3. Study more of the existing literature on this area, beginning with the following works: Amitai Etzioni, Modern Organizations; R. Likert, New Patterns in Management; Amitai Etzioni, "Dual Leadership in Complex Organizations."

The important thing is not to stop questioning.
Albert Einstein[1]

---

[1]Peter, Peter's Quotations, p. 167.

BIBLIOGRAPHY

Books

Balderston, Frederick E. Managing Today's University. San Francisco: Jossey-Bass, Inc., Publishers, 1974.

Baldridge, J. Victor and Deal, Terrence E., eds. Managing Change in Educational Organizations - Sociological Perspectives, Strategies, and Case Studies. Berkeley: McCutchan Publishing Corporation, 1975.

Bentley, William H. Administering the Successful Vocational Education Program. West Nyack: Parker Publishing Company, Inc., 1977.

Blake, Robert R. and Mouton, Jane S. The Managerial Grid - Key Orientations for Achieving Production Through People. Houston: Gulf Publishing Company, 1964.

Davis, Keith, ed. Organizational Behavior - A Book of Readings. New York: McGraw-Hill Book Company, 1964.

Drucker, Peter F. The Effective Executive. New York: Harper & Row, Publishers, 1967.

Gellerman, Saul W. Management by Motivation. American Management Association, Inc., 1968.

Goode, John M., ed. Readings in Educational Management. New York: AMACON, A Division of American Management Associations, 1973.

Harris, Ben M. Supervisory Behavior in Education. New Jersey: Prentice-Hall, Inc., 1975.

Kay, Emanuel. The Crisis in Middle Management. New York: AMACON, A Division of American Management Associations, 1974.

Lahti, Robert E. Innovative College Management - Implementing Proven Organizational Practice. San Francisco: Jossey-Bass, Inc., Publishers, 1973.

Lazarus, Harold; Warren, E. Kirby; and Schnee, Jerome E., eds. The Progress of Management - Process and Behavior in a Changing Environment. New Jersey: Prentice-Hall, Inc., 1972.

Lewis, James. School Management By Objectives. West Nyack: Parker Publishing Company, Inc., 1974.

McConkey, Dale D. No-Nonsense Delegation. New York: AMACON, A Division of American Management Associations, 1974.

McGregor, Douglas. The Human Side of Enterprise. New York: McGraw-Hill Book Company, Inc., 1960.

_____. Leadership and Motivation. Massachusetts: The The MIT Press, 1966.

Mackenzie, R. Alec. The Time Trap. New York: McGraw-Hill Book Company, 1972.

MacRury, King. Developing Your "People Potential": Key to Success in Supervisory Management. West Nyack: Parker Publishing Company, Inc., 1974.

Maslow, Abraham H. Eupsychian Management - A Journal. Homewood: Richard D. Irwin, Inc. and The Dorsey Press, 1965.

Morgan, James E. Principles of Administrative and Supervisory Management. New Jersey: Prentice-Hall, Inc., 1973.

Peter, Laurance J. Peter's Quotations - Ideas for Our Time. New York: William Morrow and Company, Inc., 1977.

Richman, Barry M. and Farmer, Richard N. Leadership, Goals, and Power in Higher Education - A Contingency and Open-Systems Approach to Effective Management. San Francisco: Jossey-Bass, Inc., Publishers, 1974.

Uris, Auren. The Executive Deskbook. New York: Van Nostrand Reinhold Company, 1970.

Articles

Bottoms, Gene. "Leaders Must be Concerned - Excellence in Vocational Education is Challenge." Journal (American Technical Education Association, Inc.) Vol. 5, No. 1 (July-August 1977): 10-00.

Microfilm

Cook, James B. Identification of Leadership and Pictures of the Power Structure. Lake Harmony, Pennsylvania: ERIC Document Reproduction Service, ED 141040, 1976.

Miltz, Robert J. and Kanus, Louis. Improving Interpersonal Communications. Massachusetts: ERIC Document Reproduction Service, ED 141 319, 1977.